

**UNIVERSITI TEKNOLOGI MARA**

**INTEGRATION OF ICT IN A SMART  
SCHOOL IN BETONG, SARAWAK**

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## **ABSTRACT**

The purpose of this study was to identify the teacher's and student's perception of school ICT readiness. The secondary schools namely national secondary school (Sekolah Menengah Kebangsaan/SMK) was selected for the study. Data were collected using questionnaire and interview techniques. The questionnaire was distributed to a total of 200 randomly selected teacher and student respondents and 165 questionnaires were returned, however only 150 questionnaires were appropriately completed and able to be used for analysis. Data were analysed using descriptive and inferential statistics. The findings revealed that the level of four aspects of readiness including user readiness, management readiness, content readiness and cultural readiness were positively at the highest level. In addition, findings indicated that there was no significant difference in teacher's perception of readiness based on gender. This study indicated that there were significant relationship between the user readiness, management readiness, content readiness and cultural readiness. Besides that, all aspects of readiness positively associated with each other. In terms of the contribution of the significant predictors of ICT integration, the results revealed that there are two important variables namely teacher and student contributed to the variance of ICT readiness. Overall, the findings of this study have implications to the role of principals, teachers and school management in the way to enhance positive integration of ICT readiness. Based on the findings, this study also provides recommendations for improvement of practices and future research.

## **ABSTRAK**

Tujuan kajian ini dijalankan adalah untuk mengenalpasti persepsi guru dan pelajar terhadap kesediaan ICT di sekolah. Sekolah Menengah Kebangsaan (SMK) telah dipilih untuk kajian ini. Data kajian diperolehi dengan menggunakan teknik soal jawab dan temubual. Soal selidik telah ditadbir secara rawak kepada 200 responden merangkumi guru dan pelajar dan sejumlah 165 soal selidik telah dikembalikan, bagaimanapun hanya 150 soal selidik yang lengkap sepenuhnya boleh digunapakai untuk dianalisis. Data telah dianalisa dengan menggunakan statistik deskripsi dan inferensi. Dapatan kajian menunjukkan keempat-empat aspek kesediaan ICT iaitu kesediaan pengguna, kesediaan pengurusan, kesediaan kandungan dan kesediaan budaya berada pada tahap tinggi sangat positif. Tambahan pula dapatan kajian tidak menunjukkan perbezaan yang signifikan di antara persepsi guru dan pelajar terhadap kesediaan berdasarkan jantina. Kajian ini juga menunjukkan terdapat hubungan signifikan antara kesediaan pengguna, kesediaan pengurusan, kesediaan kandungan dan kesediaan budaya. Selain itu, semua aspek kesediaan menunjukkan hubungan positif di antara satu sama lain. Bagi menentukan sumbangan pengintegrasian ICT, dapatan menunjukkan bahawa dua pembolehubah iaitu guru dan pelajar merupakan varian penyumbang terhadap kesediaan ICT. Dapatan kajian ini mempunyai implikasi terhadap peranan pengetua, guru dan pengurusan sekolah dalam usaha untuk meningkatkan kesediaan dan pengintegrasian ICT. Berdasarkan dapatan kajian juga beberapa cadangan untuk penambahbaikan dalam amalan dan kajian pada masa hadapan.

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Dayang Hironi Binti Awang Kipli

# **CHAPTER 1**

## **INTRODUCTION**

### **1.0 Introduction**

This chapter presents the overview of the study. In this chapter, background of the study, statement of the problems, research objectives and questions, significance of the study, research limitation and terms of definition were discussed.

### **1.1 Background of the Study**

According to Kent (2010), “Information and Communication Technology (ICT)” is the computing and communications facilities and features that support teaching, learning and a range of activities in education management in school”. In addition, Blurton (1999) indicates that “ICT stands for information and communication technologies and is defined as a “diverse set of technological tools and resources used to communicate and to create, disseminate, store and manage information”. Blurton (2002) also further elaborates that technologies include computers, the internet, broadcasting technologies (radio and television) and telephony.

Drapper (2010) added that, ICT is necessary to explain how it understood and used in this study. On the issue of ICT in the curriculum, three separate aspects can be identified (Webb, 2003); learning ICT (as a subject); learning through ICT; and using ICT as a tool for learning.

Shakeel Ahmad Khan (2011) stated ICT purposes are to familiarize students with the use and working of computer and related social and ethical issues. In this new millennium, countries are competing for, not only the natural resources, but also in information resource and knowledge as engine of productivity and economic growth. Hence, the integration of ICT